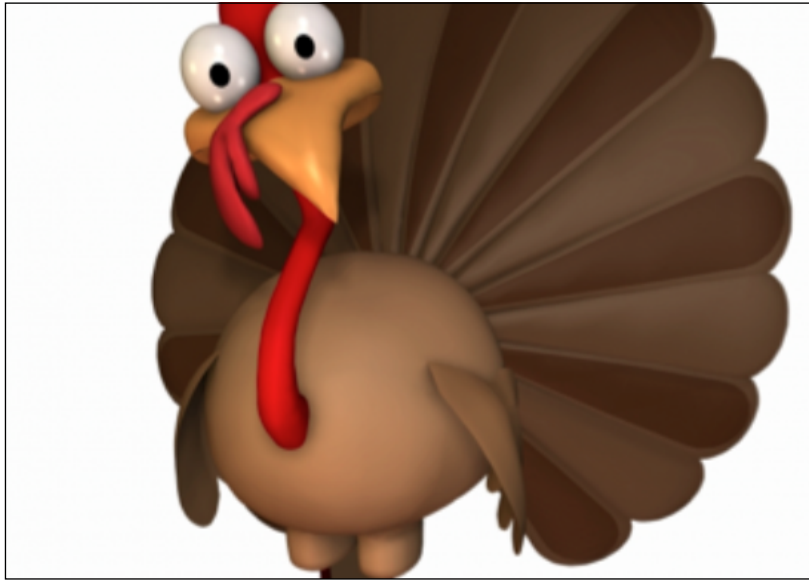

8 WHITE NEWS

November 30, 2015



Plentiful Generosity by 8 White for Thanksgiving Food Drive

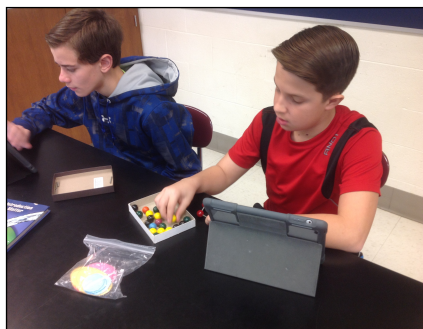
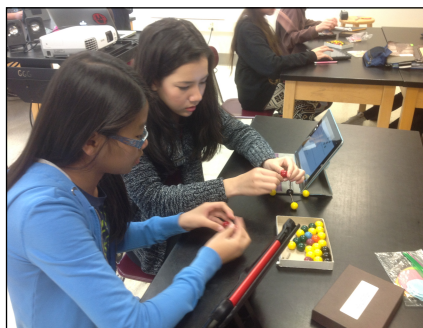
Every year Student Voice sponsors a food drive to benefit St. Anne's Food Pantry. This year we exceeded our projected goal by thousands of items. The Oak Middle School community collected an unbelievable 10,475 items! 8 White did our part and donated 1786 items. Thank you!

Food Drive Daily Totals												
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fx Date												
	A	B	C	D	E	F	G	H	I	J	K	L
1	Date	7 Red	7 White	7 Blue	7 Gold	7 Green	8 Red	8 White	8 Blue	8 Gold	8 Green	Total items!!
2	Mon 11/16	85	0	0	32	29	19	161	3	10		
3	Tues	74	79	68	23	18	100	337	38	44	58	
4	Weds	143	145	40	50	43	214	226	65	66	20	
5	Thurs	70	346	54	330	38	175	312	157	101	77	
6	Fri	184	335	111	361	86	279	182	36	57	75	
7	Mon	215	1,162	125	489	66	253	350	24	59	235	
8	Tues 11/24	124	313	41	426	83	444	218	17	67	208	
9	Totals:	895	2380	439	1711	363	1484	1786	340	404	673	10475

Science with Ms. Crosby

Although November is a short month for us here at school, we've squeezed quite a bit of learning into it! Students completed their first unit test on the Properties of Matter and then used their knowledge of properties for the "Choosing the Right Materials Project". Every student chose a manufactured object, researched the materials it was made of, and why those materials were chosen (hint: it's because of their properties!). Pamphlets were then created to showcase each object. The pamphlets will be compiled into class "books" and sent out in a later email so that parents and guardians can get idea of the kind of work students are doing on 8 White. I was impressed with the level of dedication and attention to detail that students expressed throughout this project.

Not a minute to waste, we dove directly into our next unit on Atoms and Molecules. Students have been learning about the relationship between atoms, molecules, elements, and compounds, as well as how the Periodic Table of Elements is organized. Just prior to the Thanksgiving break, students used what they had learned thus far to create models of various molecules to help them "visualize" these tiny structures. Over the next few weeks, we will delve deeper into the atom, studying its subatomic particles.



Math with Ms. Madan

This month in math class, we have been studying linear functions. The main idea was to study patterns that had a constant rate of change. To get a deeper understanding of these patterns, we represented them in a variety of ways such as with graphs, tables, words, and equations. Students really had to challenge their thinking to use their observations to predict future patterns without actually counting. Our main goal was to be able to generate an equation relating the two variables because equations are the most efficient way of solving for the unknown!

Several questions that we used linear functions to answer include:

- ❖ How much does a 100x100 burger cost at fast food place “In n Out”?
- ❖ How many cups does it take to reach the top of Ms. Madan head?
- ❖ What is the price per topping at Domino’s Pizza?

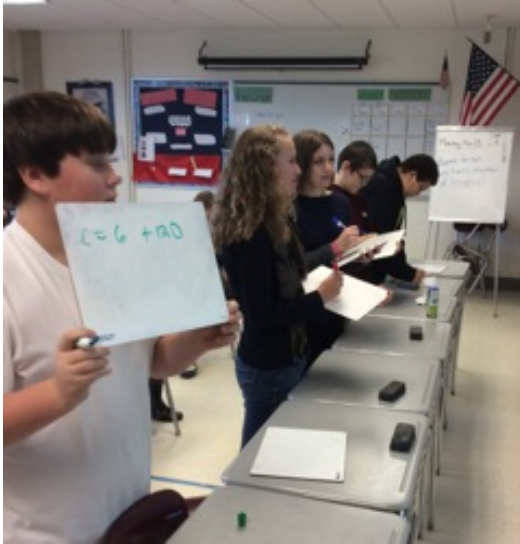


Some highlights of class activities include human linear lines, stained glass designs and playing review Grudgeball. To practice and understand how to graph linear functions, I turned the classroom into a

giant coordinate grid. The students were the coordinate points and they had to work together to become the line represented by different functions. They knew they were successful when the string they were holding was straight and in line.

We used linear functions to create art, once again showing that there is math even in art! Students graphed several equations, creating different sections that then they colored in to create a beautiful stained glass design. I was impressed with how artistic and creative your children can be! We discussed how mathematics is used in the field of digital graphs and design and even video games.

We dove into the science field by looking at how linear models are used to make predictions and hypothesis about variables. We studied the relationship between the thickness of bridges and how much weight they could support. Students explored the number of pennies that different thickness of bridges could hold. We gathered data and then



plotted it on a scatter plot. Our conclusion was that it was a linear pattern, so we applied a linear model to it and used it to predict how many pennies different size bridges could hold. This is how engineers generate the “weight limit” for things such as bridges and elevators.

We finished the unit with a review game of Grudgeball! Students answer questions correctly to get a chance to eliminate other teams by erasing their points. Take a shot at the basket hoop and make it? You can erase more points from the other teams. Objective – knock everyone else off the scoreboard! I hope your children enjoyed a little friendly competition before the day of the big unit test!

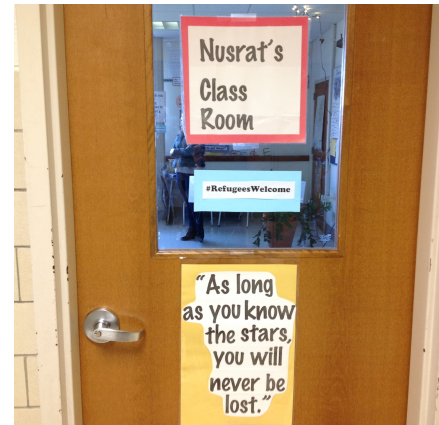
Next, we will be studying inverse functions and working with exponent.

English Language Arts with Ms. Egan

Let's call this "Najmah and Nusrat November." We spent the month exploring the big question of how culture and conflict can shape who a person becomes. To answer this question, we explored how the author of *Under the Persimmon Tree*, Suzanne Fischer Staples, conveys meaning through words and images. We focused on how to use textual evidence to support our ideas. These ideas were explored through a variety of assignments. We read the novel in four sections. Each student had an individual role, which rotated with each section of reading. The "Close Reader" practiced close reading strategies by focusing on challenging vocabulary words, the ability to select key passages, and explain an example of figurative language. The "Summarizer" created a summary of each chapter with the goal of focusing on the most important ideas and events that had a strong impact on the characters. The "Conflict and Character Curator" tracked character traits and tracked how conflicts cause character change. The "Poet" had the opportunity to be creative and choose from a variety of poetry forms. Poets wrote from the perspective of either Najmah or Nusrat. In addition to creating the poem, poets crafted an explanation of the poem, which provided an explanation that included textual evidence about how the poem reflects the text. At the end of each section of reading, we shared our insights and our work in a Literature Circle. In addition to the Literature Circles, each small group – of three or four – completed a group quiz by using the information each person gathered for the individual role.



About mid November, we began creating our websites. Each group was assigned one of seven topics to research. Every group member read three different non-fiction articles



and synthesized the information they learned into an informative summary, which included textual evidence from each of the three sources. The websites are quite impressive! I am in the process of putting all of the websites into one Blendspace so all students and families can see all the websites created by every group on the team. We culminated the unit by presenting our websites to our classmates in our simulated Nusrat Classroom. As is typical in many schools in the Middle East, we had no chairs or desks, and shared Middle Eastern food during our class. Ask your son or daughter which of the foods was the favorite.

To close out the month and enter into December, we are focusing on narrative writing. By adapting an idea from National Public Radio's Story Corps. Series, we all participated in The Great Thanksgiving Listen. During the Thanksgiving Break, each student recorded an interview they conducted with an adult. Prior to the break, we selected questions and practiced our interview skills with a partner. Using one of three apps on our iPad, we practiced recording our interviews and taking selfies with our partners. Next week we will be using the interviews as the basis for work with narrative writing.



World History with Mr. Ponticelli

November seemed to fly by in World History! We closed out October with our Fall of the Roman Empire and Roman Legacies test. We then introduced our Byzantine Empire unit as we took on the role of secret agents and gathered information through various “missions” collecting intel for our Byzantine Intelligence Reports. The Byzantines, after all, are comprised of former Western Roman citizens. We soon learned they were able to continue and build upon the greatest that was the Western Roman Empire. We’ve learned about one of their more controversial leading couples in Emperor Justinian and Empress Theodora. We studied, in depth, how they almost lost it all as the Byzantine citizens revolted in 532ce. The Nika Revolt was an epic rebellion against Emperor Justinian however he ordered the rebellion be squashed by his army using rather barbaric means. We studied a primary

source known as The Secret History, a book written by Justinian's official court historian, Procopius. Procopius led a double life, as by day he wrote of the greatness of the empire's ruling couple, but by night, he would write tales that cast the ruling couple in a completely different light. We also studied the Byzantine's Engineering, in particular the magnificent Hagia Sofia, or "the Church of Holy Wisdom" and their great stadium, The Hippodrome. We've recently covered the Great Schism and the reasons why there was a split of the Christian church. It left two different branches of Christianity to flourish in Europe, Roman Catholicism and Eastern Orthodox Christianity. Finally we covered the Byzantine's demise at the hands of the Ottoman Turks, whose empire would reign until World War I. Our last week of November will have us review for and complete our unit test for the Byzantine Empire.

Math with Mr. Shaw

We finished our unit, Say It With Symbols, where students solved complex equations and proved their answers mathematically. We are now combining our knowledge of equations with Geometry and beginning to graph lines. Students will now geometrically prove their answers while graphing their equations. We will continue working on real-world problems to show how math is all around us.

English Language Arts with Mr. Shaw

The Breadwinner has many complex themes that help relate global events to local ones. As we finish the book we will continue examining these themes. Students also looked at figurative language that authors use to help make the book interesting, create connections, and help build a picture for the reader. Students will be finishing up this unit by creating a poem that uses figurative language and shows their understanding of a particular instance in the book.

Upcoming Oak Happenings

December 4 & 5	"Murder in the Knife Room" presented by Oak Middle School Performing Arts
December 8th	Early Release Day Dismissal at 11:35 am No lunch will be served
December 14th	Grade 8 Band, Chorus & Orchestra Concert at 7:00
December 15th	OMS Basketball Game - Home at 3:30
December 17th	OMS Basketball Game - Away at 3:30
December 24th - January 3rd	Holiday Vacation